

Balmoral/Ridgeway Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Balmoral Ridgeway Elementary will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 46.1% in 2022-2023 to 50% on the TCAP assessment.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Benchmark Indicator** **Implementation** * Common Formative Assessment-Tri annually * Weekly Analysis of Student Work * Daily exit tickets	[A 1.1.1] Small Group Friday Small groups will be provided at the end of the class and every Friday for additional practice and enrichment.	E. Lowe-Principal , R. Bankhead-PLC Coach, L. Byrd-Optional Coordinator	04/11/2025	Title 1 and SBB	

Effectiveness * Tri annual common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly review of student work sample will show students' mastery of standards at 80% or higher. * Daily Exit tickets will reflect at least 80% of students scoring 80% or better on weekly exit tickets.					
	[A 1.1.2] Implementing Writing Class We have a writing teacher for grades 3-5 to increase reading and writing scores. This will be a class that students attend each week.	Ms. Miles-Writing teacher, Mrs. Lowe-Principal	05/09/2025	Title 1	
	[A 1.1.3] Hire ELA Tutor We will hire a tutor for ELA to work with Tier II and III students in small groups.	Mrs. Lowe-Principal , Regina Bankhead-PLC coach, Lynna Byrd-Optional Coordinator	05/23/2025	Title 1	
	[A 1.1.4] Tutor We will hire a tutor for additional support in ELA.	Mrs. Lowe-Principal , Mrs. Bankhead-PLC Coach, L. Byrd-Optional Coordinator, teachers	05/23/2025	Title 1	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator	[A 1.2.1] Professional Learning Sessions Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. We will incorporate suggestion boxes and choice	PLC Coach-Regina Nelson-Bankhead, Erika Lowe-Principal , Lanna Byrd-Optional School Coordinator, district	05/16/2025	SBB	

Implementation Biweekly collaborative agenda and minutes Biweekly PLC agenda and minutes **Effectiveness** Biweekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating affective implementation of instructional strategies. Biweekly PLCs will result in students showing 5% growth on class assignments.	boards so teachers can attend PDs based on their needs.	advisors, and T. White - School Counselor, and teachers.			
	[A 1.2.2] Monthly PD for teachers We will have PDs to enhance teachers' skills and provide additional support.	Mrs. Lowe-Principal , Ms. Miles-Writing teacher-Ms. Byrd-Optional Coordinator	05/16/2025	SBB	
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator **Implementation** Monthly progress monitoring data Triannual Benchmark (iReady)	[A 1.3.1] Tutoring Students will receive after school tutoring on Monday, Wednesday and Thursdays after school as well as in-school tutoring to address deficient areas.	Erika Lowe-Principal , T. White-School Counselor, PLC Coach-Regina Nelson-Bankhead	04/11/2025	SBB	

Effectiveness Monthly progress monitoring data will show students increasing by 3 data points. Tri-annual benchmark shows 85% of students meeting typical growth from fall to winter and winter to spring,					
	[A 1.3.2] RTI2-A Provide additional support for students in math and ELA.	Principal-E. Lowe, PLC Coach-R. Bankhead, Dean of Students-T. Riley, School Counselor-T. White	04/18/2025	SBB	

[G 2] Mathematics

Balmoral Ridgeway will work toward increasing the percent of students who are on track and mastered in grades 3-5 from 45.1% in 2022-2023 to 49% in 2024-2025 on TCAP.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	[A 2.1.1] Professional Development Revise curriculum documents, lesson plans, and instructional materials to ensure alignment with standards. Conduct model lessons to demonstrate effective implementation of standard-aligned instruction in math classrooms. Support ongoing professional growth through coaching, mentoring, and participation in professional development	Regina Nelson-Bankhead-PLC Coach, Lanna Byrd-Optional School Coordinator, Erika Lowe-Principal	05/09/2025	SBB and Title 1	

Use technology-enhanced learning activities and resources that cater to diverse learning styles and abilities. Identify gaps and areas where additional resources are needed to address the diverse learning needs of students. Create interactive simulations, multimedia presentations, and online quizzes to reinforce math concepts and skills. Incorporate adaptive learning platforms and digital resources to provide personalized learning experiences for students. Benchmark Indicator **Implementation** * Common Formative Assessment-Tri annually * Weekly Analysis of Student Work **Effectiveness** * Tri annual common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly review of student work sample will show 80% of students scoring 80% or better on weekly exit tickets.	opportunities related to standard-aligned instruction.	, and District Advisors			
	[A 2.1.2] Small Group Teacher will have small group Friday on every Friday to ensure students are getting the reteach and ensuring mastery for all standards and lessons. Small groups are used daily to ensure mastery and to address misconceptions in real time.	Teachers, Principals-E. Lowe, PLC Coach-R. Bankhead, L. Byrd-Optional Coordinator, T. Riley-Dean of Students	05/02/2025	SBB	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the district and school level for	[A 2.2.1] PLC Meetings Improved instruction and academic support that focus on increasing student performance.	Teachers, Erika Lowe-Principal	05/13/2025	SBB	

school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Encourage teachers to share successful teaching strategies, instructional resources, and lesson plans during PLC meetings. Facilitate discussions on effective pedagogical approaches, differentiation techniques, and technology integration in math instruction. Align instructional activities and assessments with curriculum standards, ensuring consistency and coherence across grade levels and courses. Benchmark Indicator **Implementation** Biweekly collaborative agendas Biweekly PLC agenda **Effectiveness** Biweekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating affective implementation of instructional strategies. Biweekly PLCs will result in students showing 5% growth on class assignments.	Encourage PLC members to share successful teaching strategies, resources, and interventions aimed at improving math achievement.	, Regina Nelson-Bankhead-PLC Coach, and Lanna Byrd-Optional Coordinator, Dean of Students-Mrs. Riley			
	[A 2.2.2] PD Teachers will receive PD around small group during faculty meetings. We have created a choice board so teachers will choose the PD that fits their needs.	E. Lowe - Principal , R. Bankhead - PLC Coach, T. Riley - Dean of Students, L.	05/02/2025	SBB	

		Byrd - Optional Coordinator, ILT - Bates, Miles, Riley, Adeoye			
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** Benchmark Indicator **Implementation** Monthly progress monitoring data Triannual Benchmark (iReady) **Effectiveness** Monthly progress monitoring data will show students increasing by 3 data points. Tri-annual benchmark shows 85% of students meeting typical growth from fall to winter and winter to spring,	[A 2.3.1] Provide Supplemental Resources Students will be provided with academic interventions and personalized learning activities.	Principal-Erika Lowe, Regina Nelson-Bankhead-PLC Coach, Lanna Byrd-Optional Coordinator	05/09/2025	Title 1 and SBB	
	[A 2.3.2] Tutor We will hire a tutor for both reading and math.	Mrs. Lowe-Principal , Mrs. Bankhead-PLC Coach,	05/16/2025	Title 1	

[G 3] Safe and Healthy Students

Balmoral Ridgeway Elementary will decrease absenteeism rate from 19.8% in 23-24 school years to 16.8% in 24-25 school years. Balmoral Ridgeway Elementary will increase the attendance rate to 94%.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation** Twenty-day attendance report Twenty-day discipline report **Effectiveness** 20-day attendance report will reflect a 2% decrease in the number of students absent from school. 20-day discipline will decrease by 1% in the number of infractions each reporting period.	[A 3.1.1] Implement RTI2-B RTIB2 team, Professional School Counselor, and Administration will meet monthly to review of school attendance data. Trends and deficiencies will be identified during the meeting using Power BI. The team will determine interventions and incentives needed to prevent absenteeism from increasing in all grade bands. Legal intervention may be necessary to prevent truancy/chronic absenteeism. The SART Team will identify students who have extreme attendance challenges (especially those that are a result of parental neglect). The SART Team will also document and report to appropriate parties. **Incentives:** • Include teacher and student incentives for attendance • Monitor those students throughout the year during monthly RTIB2/SART meetings • Include class competitions	Principal Lowe, Counselor-T. White, Attendance Secretary-Mrs. Hughes, Mr. Riley-Dean of Students	05/16/2025	SBB	

	Students with weekly attendance will be allowed to attend weekly e-parties				
	[A 3.1.2] Implement At-Risk Parent Assemblies At-Risk Parent Assemblies for chronically absent subgroup will occur quarterly. The purpose of the assembly is to proactively establish and review attendance expectations with parents. This team will consist of the Professional School counselor and Principal Lowe.	Mrs. Lowe-Principal , Ms. White Counselor, Mr. Riley-Dean of Students	05/16/2025	SBB	
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator **Implementation ** Quarterly attendance report Quarterly surveys on discipline **Effectiveness** Student attendance will remain at 93% or higher each quarter Discipline referrals decrease by 2% quarterly	[A 3.2.1] Professional Development RTI-B2 The professional school counselor and interventionist will provide teacher with professional development on RTI-B2 that focuses on climate and culture between teachers and students within the school and classroom.	Counselor-T. White and Optional Coordinator-Lanna Byrd, Mrs. Riley-Dean of Students	05/23/2025	SBB	
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator	[A 3.3.1] Parent and Community Engagement Our school will offer a wide range of year-round opportunities for parents and teachers to work together to support and improve the educational experiences of the students we serve. In 2023-2024 Balmoral/Ridgeway Elementary parents will be afforded several opportunities to be involved in the school environment.	Principal Lowe, PLC Coach-Regina Nelson-Bankhead, Optional Coordinator-Lanna Byrd,	05/09/2025	Title 1 and SBB	

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. **Implementation** * Semesterly parent- teacher sign-in sheets. * Semesterly parent-teacher conferences survey **Effectiveness** * Parent communication will increase by 3% after each semester. * Additional parent meeting increase by one a semester and Welcome Wednesday will bring parents into the building	We will begin the year engaging the parents with welcome back to school events. The first Saturday in August our school will offer a Back-to-School Parent/Teacher Social. During this event parents will be allowed to meet their child's teacher, ask pertinent questions, and drop off their child's school supplies early. Teachers will provide parents with welcome letters, schools supply lists, and answer parent questions. Also, in August parents will be invited to attend our school's Open House/ Title 1 Parent Night. At the beginning of this event our school vision will be shared, and the school personnel will be introduced to the parents. Parents will then be allowed to virtually visit the classrooms where teachers will share general information, including classroom essential agreements, schedules, homework, curriculum, and weekly communication. To engage parents and families of English Language Learners, our school has invested in a fully bilingual ESL teacher. This teacher will serve as an interpreter. She will translate for Parent/Teacher Conferences, Back-to- School nights, PTA meetings, and regular communication. Our PLC Coach will present monthly parent engagement activities. Each month parents will be invited to attend engaging events for example, Family Math and Science Night, Family Literacy Nights, and Moving and Grooving with Mom. Teachers will be presenting information to the parents on how they can assist their child with homework and providing "how to" strategies such as read aloud, fluency development, and annotating text. Invitations are sent in both English and Spanish for Title I parent meetings.	Counselor- T. White			
	[A 3.3.2] Parent Communication Parents will receive written communication from the school and teachers frequently. Each week	Mrs. Lowe-Principal , Ms.	05/23/2025	Title 1 and SBB	

	teachers are required to send a Wednesday folder to parents which includes, graded papers, classroom newsletters, school calendars, and any other relevant information. Each month students will receive a school calendar that includes upcoming monthly events. Parents are given access to PowerSchool to monitor grades and progress. We will offer Parent/Teacher Conferences each semester. Our dates for the conferences will be in alignment to the Shelby County Schools 2024-2025 calendar. During these conferences teachers and parents will meet to discuss their students' academic and/or behavioral performance. Our Bilingual ELL teacher, district personnel and Spanish teacher are available during this time for translating.	Byrd-Optional Coordinator, Mrs. Barrett-ESL teachers			
	[A 3.3.3] School Events Parents will also be invited to participate in a host of regularly scheduled yearly events, which includes students' extracurricular activities. Parents will be invited to participate in our Honor's Day programs each nine weeks, annual Student Council speech presentations, Beta Club Induction, annual Side-By-Side Orchestra and Choir Presentation, our annual Holiday play, and annual promotional ceremonies.	Mrs. Lowe-Principal , Ms. White-School Counselor, Teachers, Mr. Brady-Music Teacher, Ms. Dotson-Art Teacher	05/09/2025	SBB	

[G 4] Early Literacy

Balmoral/Ridgeway's students in grades K-2nd will increase by 10% for the 2024-25 school year in reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3. We will use small group instruction, and tutoring. This will happen daily to increase

Performance Measure

TCAP

IReady

Biweekly Assessment

ANet

CFU's

Exit tickets

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Benchmark Indicator **Implementation** * Common Formative Assessment-Tri annually * Bi-Weekly Analysis of Student Work **Effectiveness** * Tri annual common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * 80% of students scoring 80% or better on bi-weekly assessments.	[A 4.1.1] Tutor for Intervention K-2nd will use foundational skills to help students increase literacy in reading using phonics and phonemic awareness interventions. There will also be a tutor for intervention to support Tier II and III students.	Principal Erika Lowe, Lanna Byrd Optional Coordinator, District Personnel	04/04/2025	Title 1 and SBB	